



The Communicator



VOL. IV—No. 11

COMMUNITY COLLEGE OF PHILADELPHIA

FEBRUARY 26, 1969



Student Government goes to the students by holding meeting in the lobby.

On Tuesday, February 18, at 11:15 an SGA meeting was held in the first floor lobby. Donna Tonucci, able president of the SGA, said the purpose was to "bring student government to the students." She felt that this would help to combat the apathy in school.

The idea was originally considered last year but the majority of the senators felt that the student knew where the SGA met and that if they were interested they would come up to the meetings, and that if held in the lobby, the meetings would be disorderly. According to Donna, maintenance of order was not a major problem. One student in the meeting held February 20 at 11:15 accused the SGA of "showing off." But after the meeting another student came up and said that this was not the general consensus. At the meeting, students did make proposals for a longer Easter vacation and a bicycle rack.

Donna felt that the lack of a microphone in the first meeting was the main cause of trouble. This and other matters are being rectified for future meetings.

Every other Tuesday an open SGA meeting will be held in the lobby. Participate in the next one on Tuesday, March 4, at 11:15 in the lobby. All students are invited.



The Baroness Birk, J.P.

When Lady Birk was created a Life Peer in 1967, she had long been active in public life as a lay magistrate (Justice of the Peace), lecturer, politician and journalist.

She is Associate Editor of Nova, a women's magazine which she helped found, and contributes free-lance articles to the U. S. publication, Cosmopolitan and the British press. A magistrate since 1952, Lady Birk also sits in the matrimonial court and has been campaigning recently for reforms in the organization of magistrates' courts. Her special interests in the House of Lords include social services, youth, family law and the age of majority and Commonwealth immigrants.

Born Alma Wilson, Lady Birk was educated in London and received an Honours Degree (B. Sc. Econ.) from the London School of Economics in 1939. In the same year she was married to Mr. Ellis Birk, a London solicitor. Before the birth of her first child she worked for a time for the National Assistance Board and later in the war was a lecturer to H. M. Forces.

Lady Birk is interested in prison work and during the early post-war years she lectured and undertook voluntary welfare work at Holloway Prison. From 1950-1953, she was a Borough Councillor for the London Borough of Finchley and later contested three general elections as parliamentary candidate for the Labour Party.

Her journalistic career began with free-lance articles from which she went on to contribute a weekly column in the political periodical Forward. Subsequently she became a columnist for London's Daily Herald. The idea for Nova was born of her conviction that a gap existed between the glossy fashion periodicals and the women's weeklies. Nova began publication in March 1965 and has been an innovator of frank, intelligent discussion on controversial personal topics and human relationships. She has made several visits to the U. S. on journalistic assignments including, most recently, coverage of part of the Presidential election campaign for the London Daily Mirror. She has also lectured for the English-Speaking Union.

Lady Birk is Secretary of the Fabian Society's Research Committee on Marriage and Divorce; Vice-President of the Council for Children's Welfare; a member of the Youth Service Development Council and the Howard League for Penal Reform.

Her husband is senior partner in his law firm and a director of various concerns including an independent television company and the International Publishing Corporation. They live in one of the famous Nash houses in Hanover Terrace, Regent's Park, and have a son and a daughter both studying at the University of London. Lady (Continued on Page 6)

C.C.P.'s Great Teachers

Students and members of the General Faculty, last week participated in the nomination of a CCP candidate to participate in a Ten Day Seminar for GREAT TEACHERS sponsored by the American Association of Junior Colleges.

Dr. Bonnell had appointed Professor Cox, President of the Teaching Faculty, and Dr. Thomas as Dean of Instruction, to act as a committee to set up the procedures for the election. It was decided to place the ballot box in the office of Mr. George Field, Assistant Dean for Student Affairs, and Mr. Field became the third member of the committee. The count was conducted in Mr. Field's office.

Each voter was asked to vote for three different members of the CCP Full Time Teaching Faculty and to name three candidates in the order of preference: 1st, 2nd, and 3rd.

Dr. Jack Minnis of the English Department received the largest number of preference votes and has thereby become CCP's candidate for inclusion among the one hundred GREAT TEACHERS who will attend the seminar in August.

In the order of the number of preference votes received, Dr. Grossbach (History) and Miss Jeffries (Biology) are our first and second alternates. Messrs. Marrits and Rossman are tied for fourth place.

Novels!

FASHION SHOW

Student Activities is sponsoring a girls and guys fashion show this Tuesday, March 4th, in the main lobby at 11:15 a.m. The show will feature the new "in look" in fashion today. The attire will be designed and supplied by the Dimension Shop which is located at 209 South 13th Street. Featured in the show will be a "Hippy Wedding."

At an added attraction will be a film and a light show. See you then. See ad on last page.

Who's Who In CCP

Twenty-seven outstanding students from CCP have been chosen to appear in the publication "Who's Who Among Students in American Junior Colleges." These students are among 56 counties' most outstanding campus leaders.

The students were nominated by various student leaders, members of the Administration, and members of the Faculty.

The editors of the annual directory have included the names of the students based on several categories. They were chosen on the basis of their academic achievement, community service, and leadership in extracurricular activities.

These students now join an elite group of students selected from more than 600 Junior and Community Colleges, in each of the 50 states and the District of Columbia.

Students from several foreign countries - Canada, and South America were also chosen.

Each student was notified by mail and asked to fill out a character profile to help the editors of the publication to write a short story about them.

Students who have been chosen by the "Who's Who" are offered free placement services and several other privileges.

Represented are members of "The Communicator," "Civitas," SGA and several other campus activities. The students are: Stephen Bartha (6061 north Marvine street), Kathleen Bauer (12700 Minden), Roseann Botti (1824 south 12th street), Stephen Doc, (2438 south Fifth street), Patricia Eichwald (2134 McKinley street), Marion Faulconer (1659 east Cheltenham avenue), Junemarie Fox (1235 Shelmire avenue), Gerald Gallagher (6944 Forrest avenue), Barbara Gasiorowski (3143 Miller street), Ronald Gordon (2429 south Percy street), Jerome Groomes (5769 Nassau street), Mary Mavelein (5648 north Tenth street), Warren Hope (2426 east Hagart street), Dara Klein (2100 Glenview street), James McCann (5637 Loretto avenue), Melvin Nixon (1529 Lehigh avenue) Dolores Pierce (5708 north Sixth street), Calvin Price (5627 Walton avenue), Edeltraud Pistorius (6404 Montour street), Nancy Prusinski (359 Kevin court), Maryann Purdy (4706 north Fourth street), Stuart Silverman (1909 Tustin avenue), Dorothy Szabady (2006 Speviva street), Jane Thompson (4227 Glenview street), Donna Tonucci (5405 north Fourth street), Marsha Wexler (6536 Horrocks street), Chris Wurst (3303 north Waterloo street).

IN MEMORIUM OF Mrs. Marie Maguire

Recorder's Corner Course Withdrawal

By N. J. PRUSIENSKI

Mr. Robert Netter, Registrar, stated today that there has been an extension to the time limitation for withdrawing from a course. According to page 33 of the Current Bulletin, the student must withdraw from a course by the end of the 6th week (Feb. 28). This has been changed and the last date for withdrawal is now at the end of the 11th week (April 4, 1969).

Up to the 11th week, a student may withdraw from a course and receive a W. He must first complete the necessary forms and obtain the signatures of his advisor and instructor. After April 4 (or beginning April 7), any withdrawal will result in an automatic F for the course.

It is hoped that students will take advantage of this extension and will decide by April 4 to withdraw or not and will not suffer any penalties such as an F in their Cumulative Average by withdrawing at a later date.

Pre-Registration

Dates for pre-registration this year will be from March 3, 1969 to April 11, 1969.

According to Mr. Robert Netter, details concerning pre-registration will be posted on bulletin boards, published in the Communicator and mailed to students. Students are advised to check these sources or see the recorder about any specific questions.

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THE COMMUNICATOR

COMMUNITY COLLEGE OF PHILADELPHIA
34 SOUTH 11th STREET • PHILADELPHIA, PENNSYLVANIA 19107
PHONE: LO 9-3680, EXTENSION 200

THE COMMUNICATOR is published bi-weekly by the students of Community College of Philadelphia. Opinions expressed herein are the responsibility of the editors. No article or opinion (unless so designated) reflects an official view.

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18-Year Old's

Dear Editor:

The issue of the 18-year-old vote is an issue ubiquitously neglected by the student power movement on the whole. And I don't know why. This is an ironical state of affairs since contemporary happenings evince that student power, from Columbia to Berkeley to Duke, is a reality to be reckoned with. It is time for student leaders and their organizations, on the left and on the right, to commence making some demands aloud, vociferously, in this direction. An assessment I hope Mr. Eric Hoffer won't misconstrue as an intellectual plot to destroy America.

People 18 to 20 years old (a mature age for fire power but not vote power) must awaken to the unpalatable fact that American society, a society of older people still, down deep has no intention of giving the masses in this age grouping the privilege of voting.

Month after month, year after year, politicians have been sing-

ing the same old song: I think 18 year olds are ready to vote. Even LBJ sang the same old song; now Richard Nixon is singing it too. At the heart of this dishonesty, I believe, is fear of our generation, wittingly or unwittingly, by older America. With youth comes vicissitudes, new, rapid vicissitudes, but we've had enough of them already, at least, so speak the last elections.

When women in this country reached wit's end about their disenfranchisement, they planned and protested. In due time the walls of opposition crumbled.

While the student power movement is in the winter of healthy discontent, I hope it will make the 18-year-old vote a crisis issue, even if it has to be engendered by a prophetic minority.

Lawrence Brown, Jr.

Elite Students

Dear Editor:

We students like to think of ourselves as an elite bunch. We take pride in our knowledge and in our school. Unfortunately, though, there are those among us that take pride in neither. Take a good look at the condition of the building. Most specifically the fifth floor. The deplorable state of the fifth floor lounge area is a disgrace to the school.

Almost every piece of furniture in the lounge has been excessively abused. For example, stuffing has been violently torn from the expensive padded chairs and sofas. Foam rubber and wads of cotton listlessly lay about in forlorn piles. Mental patients in the back wards of Byberry could not have done a more complete or enthusiastic job. In addition, the coffee tables are marred and chipped from constant abuse and roughing. I have never seen Flamenco dancers on them, but I'll wager that they would be mild compared to what was done. The molding, too, plays its role. It's peeling away from the walls. (Its head bowed in reverence to the former furniture.) Most disheartening, though, is to see the splintered chairs and tables randomly laying about upsidown as if a devastating storm had just momentarily passed. Their broken legs also lay about like the discarded weapons of a defeated opponent who hastily left the battlefield.

Besides the furniture being broken, the place is filthy dirty. Comically shoe and other crud marks march up the recently painted walls. It appears that these marks were placed there to make one wonder how they got there. Seeing shoe marks eight feet high is cause for speculation. Similarly, the floors and rugs are disgusting. Beneath a blanket of perpetual litter lays a greyish black scum caused from cigarette butts, ashes, coffee and soda stains. Tobacco chewers and street cleaners would feel right at home. The tables and chairs are also stained with coffee, soda, candy and other things. It lays in greasy little splotches. Your books stick to it and so does your clothes if you are unfortunate enough to set anything upon them. It's a good thing the table surfaces are black, at least one can see them.

Not only is the place dirty, it's often a madhouse. The students who frequent this room are often ram-bunctious. When playing cards or doing other things, these people get carried away. Some things are perfectly natural though; cigarette butts are crushed on the table tops, candy wrappers miss the waste basket. Stretching things a bit, a table or chair might be kicked to express anger or glee. But for the malicious destruction that's been going on there is no believable excuse. It is understandable that due to the many pressures of home, school and society these students act with abandon in their unpressured time, but still they must remember that this unpressured time

Letters To The Editor

carries a small responsibility, this to us and to themselves, which boils down to the school...our school.

To sum up, the situation remains as a disgraceful mark upon our college, whose members are for the most part mature and progressive individuals.

Neil Smith

Loser's Answer

Dear Editor:

I was one of the losing nominees in the phoney SGA election held two weeks ago. I feel that not only was I railroaded, but this institution was railroaded also. The way the election was handled was funnier than the W.C. FIELDS FILM FESTIVAL held here last year.

You see students, I could have made the SGA respectable, but you would not hear me out. I was the only candidate (and I have proof of this) to speak about the issues. Instead of tacking silly propaganda to the walls, I went around to students expressing my hopes and ideas. The result, I was canned.

I assure you that after another phoney election next semester, that SGA will be on its way out...And I will do everything in my power to get this phoney organization abolished even if it takes a student vote to accomplish it.

Thank You
Morris Feinman

Secretaries Shout

Dear Editor:

To add to the secretarial students numerous complaints of unfair internship, (see the above editorial), arbitrary dress regulations, etc., we now have the unpleasant task of serving as waitresses.

For this function, we are required to give up our free time we so desperately need to complete numerous assignment and projects that are due. This letter provides the only means of protest available to us because any other form may jeopardize our chances for graduation.

We would like to make it known to the faculty and staff that we are not chronic complainers, but neither are we puppets.

"Disgruntled Interns"

Sour Grapes

Dear Bobby R.:

All-day suckers are preferable to sour grapes.

Stephen Dock

Strange Species

Dear Editor:

But what of that rapidly multiplying number of apathetic CCP students? A strange species -- yes? no?

I say no!

Because: Everyone is always complaining about the attitude of our students toward such things as SGA. Now really, what does a school like CCP need with a student government? With everyone commuting, most of whom live with their parents, they have all the government they need. Those who are alienated from Mom and Dad, by virtue of this fact, are striving for self-government.

A student government usually concerns itself with dormitory regulations and conditions. Also, it is supposed to remind those who have forgotten - what appropriate behavior is for a student. For most of our students, the family situation provides more than enough of this kind of direction.

It seems to me that SGA (not knowing what exactly they do concern themselves with) would have a difficult job finding something under their jurisdiction to work on. But, perhaps I am overlooking the social aspect. I have seen posters

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Editorial Comment**Can Students Be Creative In 55 Minutes?**

We are now entering the fifth week of classes for this semester, and registration is a thing of the vaguely remembered past.

We aren't concerned here with the registration process itself, but with something related and more basic—the scheduling of classes.

Courses are apparently indiscriminately assigned time slots wherever they can be fitted, with no consideration as to the type of course being crammed into a particular hour.

We feel that certain classes should meet two or three hours at a time, once a week, rather than three widely separated times. Such elective courses as philosophy, creative writing, and drama, are difficult, if not impossible, to cram into three one-hour periods a week. No reasonable dissemination of ideas can be poured out in this time and the periods are largely wasted.

As it stands, some teachers are "bootlegging" extra time with their classes in order to get maximum benefit from their courses.

We believe that department heads should be permitted to set up seminar-type courses, which would allow a freer and more stimulating flow of ideas. These groups would meet once a week, allowing the rest of the time to be spent either reading or "creating" something for the next class.

We realize that the school is bursting at the seams and that such scheduling would be very difficult to arrange.

However, we believe that a couple of courses could be tried this way as an experiment, without too much difficulty on the part of the schedulers.

Perhaps if the experiment works, the formal atmosphere of the classroom would fade and a motivation for active participation would develop in the students.

We can't know for sure, but we feel it's worth a try.

SDS Labor Committee Lecture

By Marc Werlinsky

Plagued by the constant influx of students and a steady droning in the background by two unconscionable maintenance men who had come to fix the clock, thus making a "well-timed" appearance, Gordon Fels, an organizer for Students for a Democratic Society (SDS) Labor Committee, nevertheless presented his lecture dealing with the stringent realities of racism, poverty, and the housing crisis; their causes and cures.

In addressing what was at first a sparse and scattered assortment of interested and curious students, Fels took careful note to bring out the fact that the SDS Labor Committee only works with SDS but does not necessarily represent the overall views of this somewhat militant establishment.

After attacking the present labor situation, tagging its means as outdated, Fels explained that his committee's function is to "organize a program of solution for all groups" of people, and in planning to carry this through successfully, he announced the origin of a political newspaper that intends to maintain a "working class" point of view in presenting a program of solutions for their problems.

Switching to the area of poverty, Fels took a bitter look at the present educational system in this city, particularly the methods employed in our high schools. High school education is "really a farce," Fels postulated, and claimed that overcrowding existed in many of the city's high schools resulting in a high drop-out rate of which William

Penn High School has the highest in the country. He attributes the high school situation mostly to the city, due to: (1) "No rationale... to provide a decent education for everyone." (2) "A shortage of decent teachers, schools, material, and money." What Fels thinks should be done about it: (1) Organize a general program which meets the needs of high school students in the city. (2) Organize a movement of high school students and teachers around the general demands for productive jobs, the construction of 33 new schools immediately, to be financed by the amounts gained in what Fels refers to as real estate speculation.

Since it was getting late and the near capacity crowd that filled the room had to get to class, Fels restricted himself to one basic comment about the problem of racism. "The only way to combat racism," he said, "is to attack it at its roots."

Sponsored in cooperation with the Political Awareness Committee, another lecture has been scheduled for Thursday, March 6, in room 316 at 11:15 a.m. The topic to be discussed is the newly proposed site for Community College.

Ruminations In Uncertain Present

By George C. Field

In my former incarnation as the chaplain at CCP I was seldom at a loss for words! Now having "sold out to the Establishment" and "joined the Administration" (both dirty words!), I find (and feel) I must guard my tongue. Things I once might have said in jest or hyperbole might now be regarded as "official." To me this is both unfortunate and distressing. Unfortunate because such polarization disallows the very dialogue ostensibly being sought; distressing because I am the one being stereotyped.

The limitation in time and space (I'm too grateful for this opportunity to importune your Editor) will not permit an adequate analysis of the multifarious factors contributing to the widely discussed "campus unrest." And were such possible there would probably be as many analyses as observers! I trust I may be permitted an extended, partial, uncritical listing examined in terms of "free association" rather than in terms of priority.

A chief factor in the contemporary campus unrest is the explosive expansion of knowledge: knowledge is increasing at a geometric rate, at present doubling in something less than a decade with no end in sight. In many areas of learning the baccalaureate degree as a basis for graduate study is obsolete in seven years. Students who seek a PhD in Physics, for example, would not be acceptable in graduate school without serious retooling after seven years out of college. Believe it or not, even a bachelor's degree in musty old theology is obsolete in ten years! There is a pressure and a tension in the educational enterprise created by the geometric acceleration in knowledge which has characterized education since the Renaissance.

Historically men have yearned for a surplus of material goods widely and equitably distributed. The increasing affluence characteristic of post-World War II United States has confounded this simplistic goal. Instead of a narrowing of difference and an equality of opportunity the effect has been a widening of the gap between the socio-economic groupings resulting in alienation, hostility, and suspicion. Stated succinctly: the rich get richer and the poor get richer geometrically. This is true of nations as well as individuals. But before, the New Left and the Neo-Right combine to drum me out of the Brownies, I suggest a serious consideration of the insights in John Kenneth Galbraith's *The New Industrial State*. It would appear that a technocracy such as seems to be emerging both in the United States and in Russia is impervious to the political ideologies of Communism and Capitalism alike--a very mystifying and frustrating prospect! I must say the younger generation seems to grasp this factor intuitively far more than persons my own age and older; the difficulty is the younger generation is just as hung up on traditionalism as the older.

The imperative of knowledge combined with the opportunity of affluence has produced an expanded possibility for higher education. Indeed, most people have come to regard a college education as a necessity, if not a right, rather than a privilege. One result, among others, has been to expose the "lag" not to say "sham" in the institutional educational processes, to which we have been committed from the primary grades on, to the hidden assumptions as to a "general education" at the college level. Ultimately we must begin rethinking our educational experience beginning with the positive goals and working back to

the implementing means: we must begin taking a "systems approach" to what we have euphemistically called our "educational system."

Locked into our contemporary difficulties both on campus and in society are the effects of proliferating technologies. Consider, for example, the hue and cry directed at the recent efforts to place a man on the moon. Not a few well-placed and well-meaning persons have decried the effort as "wasteful" and "immoral" because the means could have been "better used to fight poverty at home" as though the investment in capital and ingenuity would somehow be dissipated in the cosmic void. Actually this effort has spawned a multiplicity of industries unimagined ten years ago as well as reshaped many established enterprises. I suggest that, far from having been wasteful, the aerospace effort has probably produced more employment, greater knowledge, and more equitable distribution of wealth than the negative commentators are capable of envisioning. The difficulty is not the dissipation of capital but the rapid development of the economy (both in Russia and the United States) into uncharted and unfamiliar directions faster than we have been able to internalize or utilize. Like the "negative income tax" we simply do not know the full implications so we react with something less than enthusiasm.

Until mankind reaches that providential estate where learning may be pursued for its own sake, we shall probably have to live with an educational process closely allied with the prevailing economic system. Traditionally we have educated men for employability and participation in the existing economy. The economy is now in process of profound change; thus, we must begin to think in terms of education for re-education, of employment as "learning a living," and of education for increasing numbers as preparation for creative leisure. Most of you who read this essay will not simply change jobs but careers at least three times in your years of employment, and each change will require substantial educational retooling. In terms of your consumption, four-fifths of all the products you will use in your life-time are not even on the drawing boards yet. Seen in this way, I doubt we shall soon be able to discard out-to-hand the economic imperative in our institutional educational process.

There is an old Chinese curse which goes something like this: May you be condemned to live in an age of transition. We are! and you, the younger generation, will continue to be, at least well into the foreseeable future. We may decry our lot or take courage from the fact that few generations in history have shared the opportunity to shape a new age--and none have been privileged to enjoy the same degree of consciousness with regard to the experience. But we didn't invent the process. Simultaneously with the factors noted, we are confronted with an explosively expanding world population as well as the backlash of inter-group dynamics unleashed by a century of "revolution of rising expectations." You can look up the names and enlarge upon the idea: Lincoln, Marx, Malthus, Darwin, James, Freud, Dewey, Roosevelt, Martin Luther King. This is really a very sketchy listing that would require a great deal of expansion for any serious reflection but we stand on the shoulders of giants. The same could be said for the symbols that have created today: emancipation, reconstruction, populism; suffrage, New Deal, Great Society, Freedom Now!

My pointing in these several

directions is not intended to have us dwell on the complexities of the task nor discourage us from the quest for solutions. My purpose is to help us focus on the magnitude of the problem for which the simplistic slogan engineering solutions popular in today's campus ferment are less than adequate. "Tear the system down!" I doubt these anarchists have the imagination to accomplish this task much less the ingenuity to discern the alternatives for which they shout. I am persuaded that while "The System" is a delicate balance of forces and factors which may be seriously interrupted and, indeed, impeded, the direction of the future is nevertheless clear: increased technology with all its socio-economic implications. In my judgment the solution rests not in tilting with ideological windmills so much as in expanding the opportunities for a wider participation in this process of transformation--which is the task of education. And in saying this I'm not being so childish as the naive shouts for "participatory democracy" and "participation in the decision making process." If man in ages past did not live by bread alone; man in the new age will not live by slogans alone. The problem is not simply one of political ideologies but of life-structures; the task of education will be to facilitate the involvement of the whole man in the whole society both existentially and essentially--and I have yet to find education being this explored. I am sure it must be but to date such ideas are far from common.

Turning to the campus, the older model of a liberal education will have to be seriously reconsidered if education is to meet the challenge of technology, affluence, and leisure. It is no longer sufficient to speak of "the role of education"; we must begin thinking in terms of "the roles" of education as the continuum of life and society. The traditional order of student, teacher, and administrator must inevitably give way to the process of higher education as a community of scholars in fact as well as rhetoric. When even administrators are accepted as scholars, what will the educational process be?

A great deal of today's turmoil on campus is a useless spinning of wheels by both the "ins" and the "outs." It ought not take a great deal of imagination for administrators to respond to the "demands" of students with something more than fear and frustration. Where these "demands" are just and contribute to the educational purpose of the institution there is little need for reticence and no need for conflict. At the same time students might do well to recognize that unrestrained confrontation which discourages the most creative minds from educational administration can only work to their disadvantage. Students are more than a necessary evil for administrators; they are the reason for our existence. At the same time, administrators perform a necessary function for students and faculty: doing the household chores which are essential and time-consuming--the building of buildings and negotiation of contracts which are neither incidental nor unimportant.

For the teacher, students are more than a necessary evil to be tolerated until rank and publications permit full-time study and research. The art of teaching must change to accommodate both the hardware and import of technology. What all these changes will be I can barely imagine--but certainly it will be along the lines of a master scholar and an apprentice scholar: two scholars of

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Club News

Film Club

Embarking on a very busy semester, the film club has begun two important projects around the school. First is the complete production of a film on the library for use in English 102 classes. Also the film club has begun a film on the Student Government Association which will be shown during freshman orientation. The film club presently is interested in negotiating with any other student organization or department at CCP, the possibility of making a movie for their particular purposes. Anyone interested can contact president Vince Barco in the Student Activities Office on the fifth floor.

The film club is also accepting suggestions from students, faculty and staff for films to be shown as a series next year. In a recent election Vince Barco was elected president and Benjamin Shuler secretary-treasurer. Also elected were two technical advisors for the upcoming library film; Steve Dock as producer and Richard Conti director. Frustrated filmmakers, undiscovered starlets and plain bored students are welcomed to join the film club, which meets Tuesdays at 11:15 in room 620.



Leonard Glick, right, sociology professor at Community College, is shown with some of the 60 personnel from various Philadelphia law enforcement agencies enrolled in a sociology course dealing with social problems from mental disorders to community disorganization. The work is especially adapted to meet the needs of law officials and is one of the components of a law enforcement curriculum to be offered at the school. Classes are repeated twice daily as a special accommodation for shift workers.

CIVITAS

Photo Club

Attention to those who wish to participate in the Photography Club. On Wednesday, Feb. 26, formal instructions will be given to all those who are interested in basic camera and darkroom techniques.

The time is 4 p.m. and the room is 503.

For further information contact Kenneth Devlin in room 516a.

The True Issue

By Donna Tonucci

This article is intended for members of the student body, who through no fault of their own are unaware of what actually transpired between the Student Government Association and the Student Civil Rights Union last semester. It is also intended for those students who are led by their noses and unquestionably believe whatever fallacies a person or organization on this campus leads them to believe. I write this article to defend the office of the Presidency from a lack of support on the part of a few constituents. It is proper that I present my position as a duly elected executive who owes the right of information to the students.

I, Donna Tonucci, was never taken before the Student Court last semester, as Robert Russell asserts. Where was he when the charge was submitted?

"We, the members of SCRU dutifully file suit against the SGA. QUESTION: Clarification of resignation and disability and vacancy of the office of President."

(As reported in "The Communicator," November 13, 1968). The ISSUE centered on the Court interpreting the Constitution concerning Lou Fusco's, not SGA's, claim that he was "disabled."

How Mr. Russell could call himself "prosecutor" leaves many questions in my mind. How can you prosecute a Constitution? SCRU asked for a "clarification." The Court had no jurisdiction to interpret the Constitution in this case. "The jurisdiction of the Council shall extend to all alleged violations of Senate regulations" (Constitution, Article VII, Section 4).

There were also pending referendums on appointments to the Judicial Court.

Mr. Russell, ignoring the juris-

dictional issue and taking full advantage of his quasi-legal background, chose to turn the court session into an obnoxious fiasco, attacking my rights as an individual and questioning my ability to serve you. The Student Government and the Court, composed of students with little knowledge of legal procedure, were left helpless.

Nothing was accomplished in those court sessions. Louis Fusco was not proved capable of performing his duties as Mr. Russell claims. Lou Fusco was not even present at any of these sessions, he was not called upon to testify, he did not send a representative to speak in his behalf. So how was he proved disabled?

Another question to pose is how could my platform be "diametrically opposed" to Lou Fusco's when I had no platform? Robert Russell extracted one comment of mine about last year's SGA from the "COMMUNICATOR" and upon it built a non-existent platform comparable to Lou Fusco's extensive resolutions. Maybe I should have engaged Mr. Russell as my campaign manager since he did such a wonderful job of crystallizing a phantom platform.

One other major point should be clarified. There was never any "agreement" with Robert Russell or SCRU that I would have no appointive powers. I was sworn in as vice president because you elected me to that office. Since the presidency was vacant, Senate determined that I would succeed Lou Fusco.

At the November 21 meeting of SGA, Senate discussed the feasibility of convening a Constitutional Convention and recognizing the need for such a structure, decided that a convention should definitely

(Continued on Page 8)

The Navel

Navel (na'vel), noun. (Middle English--navel, navele. From Old English--naflī. Latin--umbilicus; umbo-boss of a shield. Greek--omphalē. Sanskrit--nabhyo--nave of a wheel; nabhi. 1: a mark or depression in the middle of the abdomen, marking the point of attachment of the umbilical cord or yolk stalk. 2: the central point or part of something.)

* * *

Consider, if you will, the navel. How sad it is that in this so-called "advanced" culture of ours, we have completely ignored that selfless, benevolent entity--the core, the starting point of life.

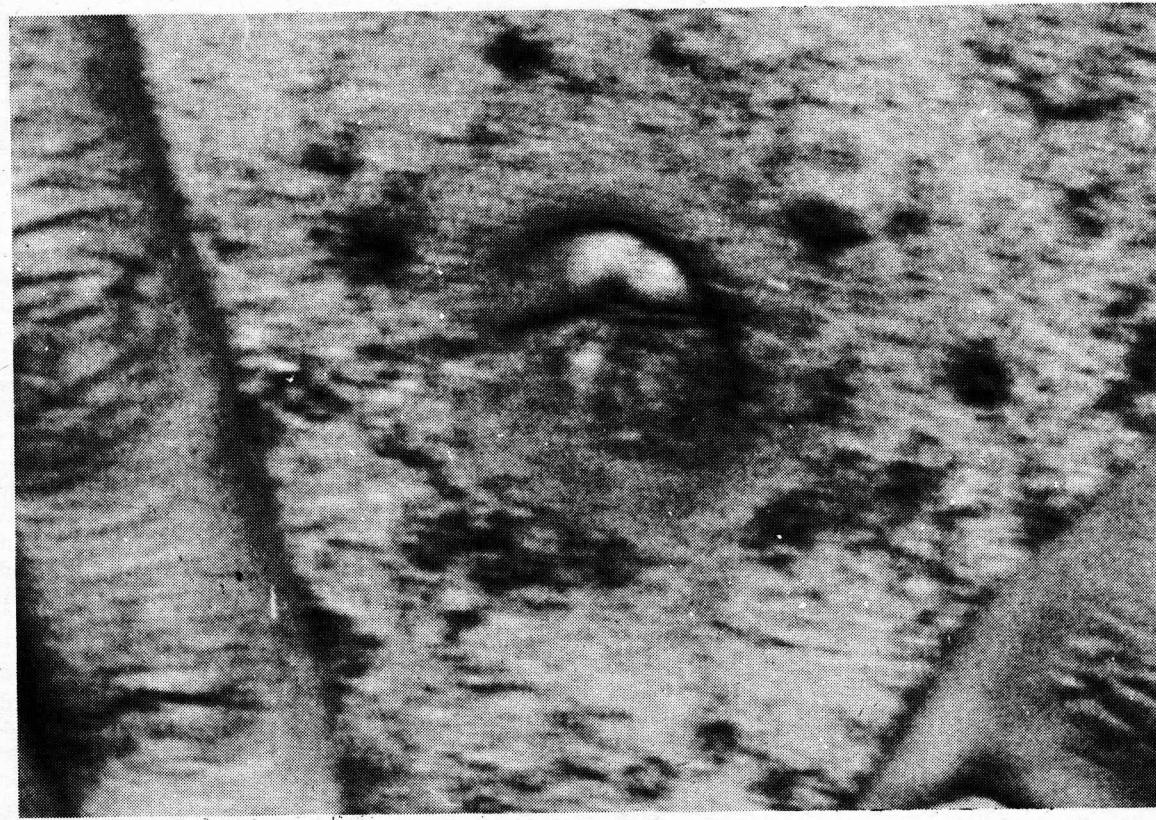
Oh, it wasn't always so. Just looking at the origins of the word itself, we see that the navel was, at one time, revered.

Look at Sanskrit, the grand-daddy of all written language. Goodness knows, the Sanskritians were hardly people to bandy words around. No sir, just the important ones got written down for posterity--and an honored place was held in the language by the word "nabhyo."

Then, too, with a little imagination I can just picture those Old High Germans, sitting around,

Naval Photographer — Ken Devlin

Naval Researcher — Howard Miller



blowing grass, getting high, and contemplating their nabulos. They weren't ashamed, but proud of their heritage.

But, somehow, in our culture, navels have been relegated to a dark corner, along with elbows and knees and ingrown toenails--something to be giggled at behind closed doors.

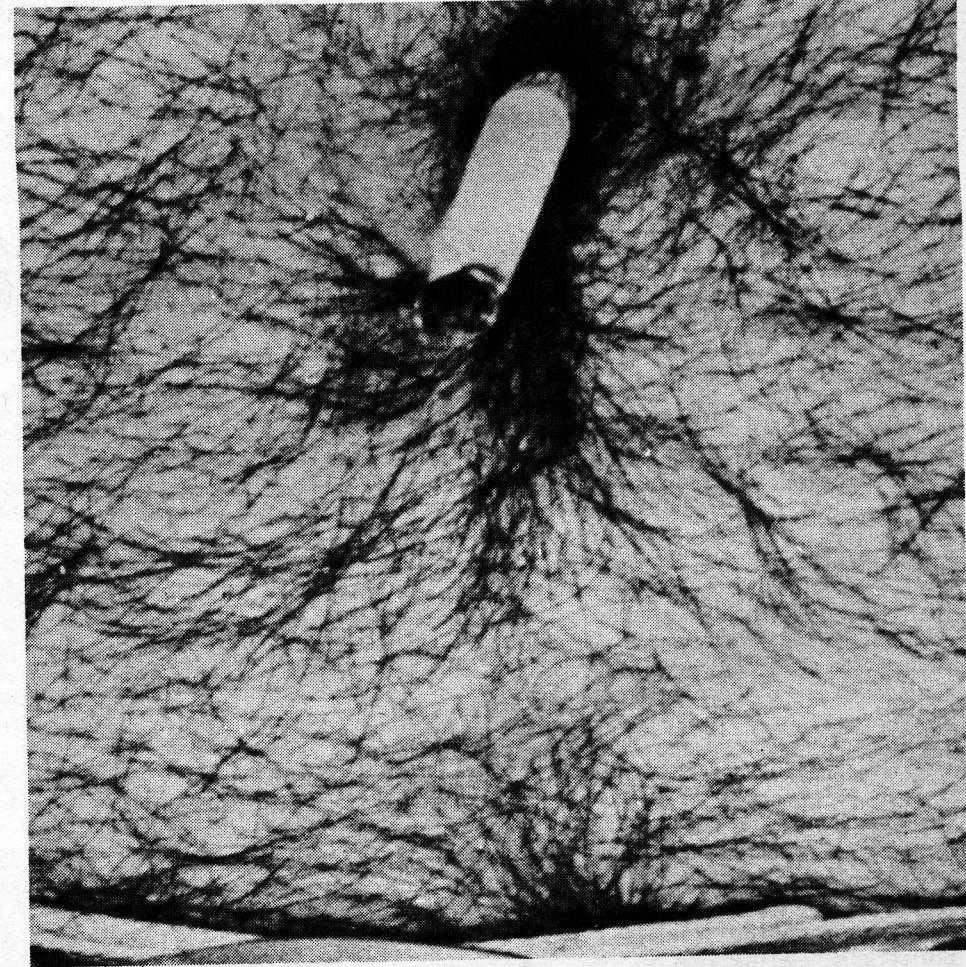
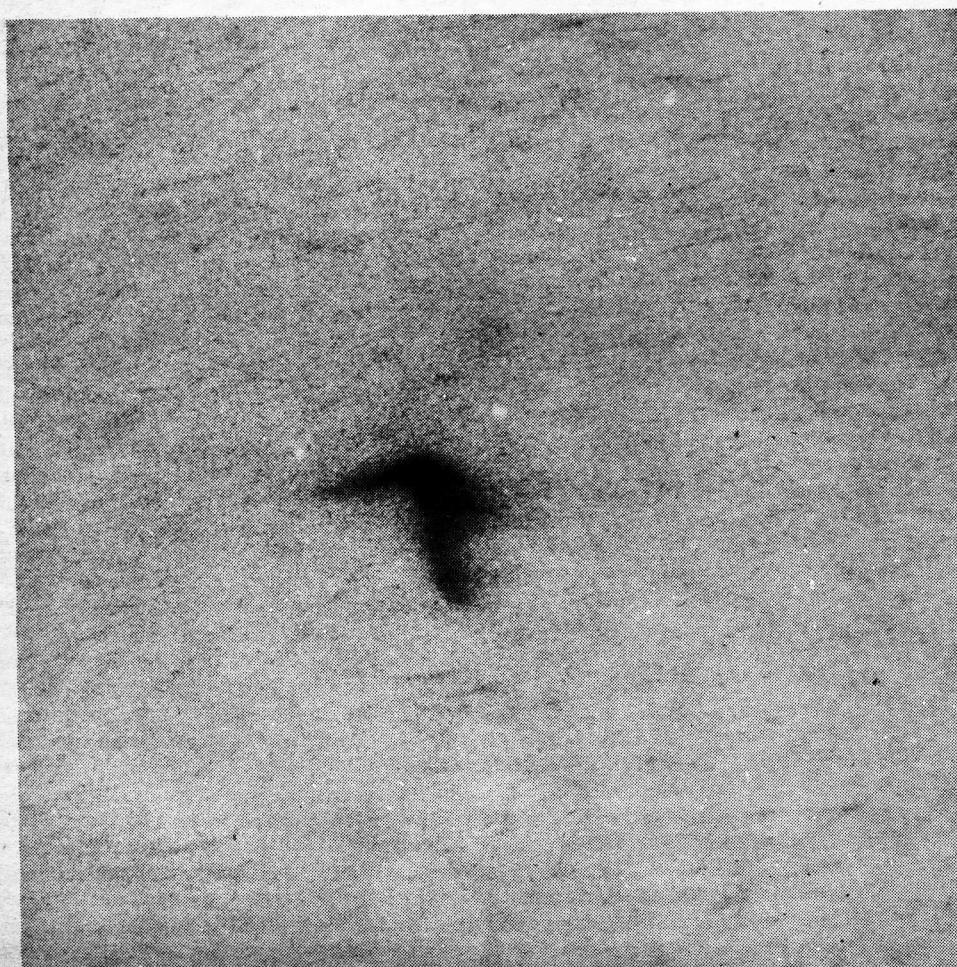
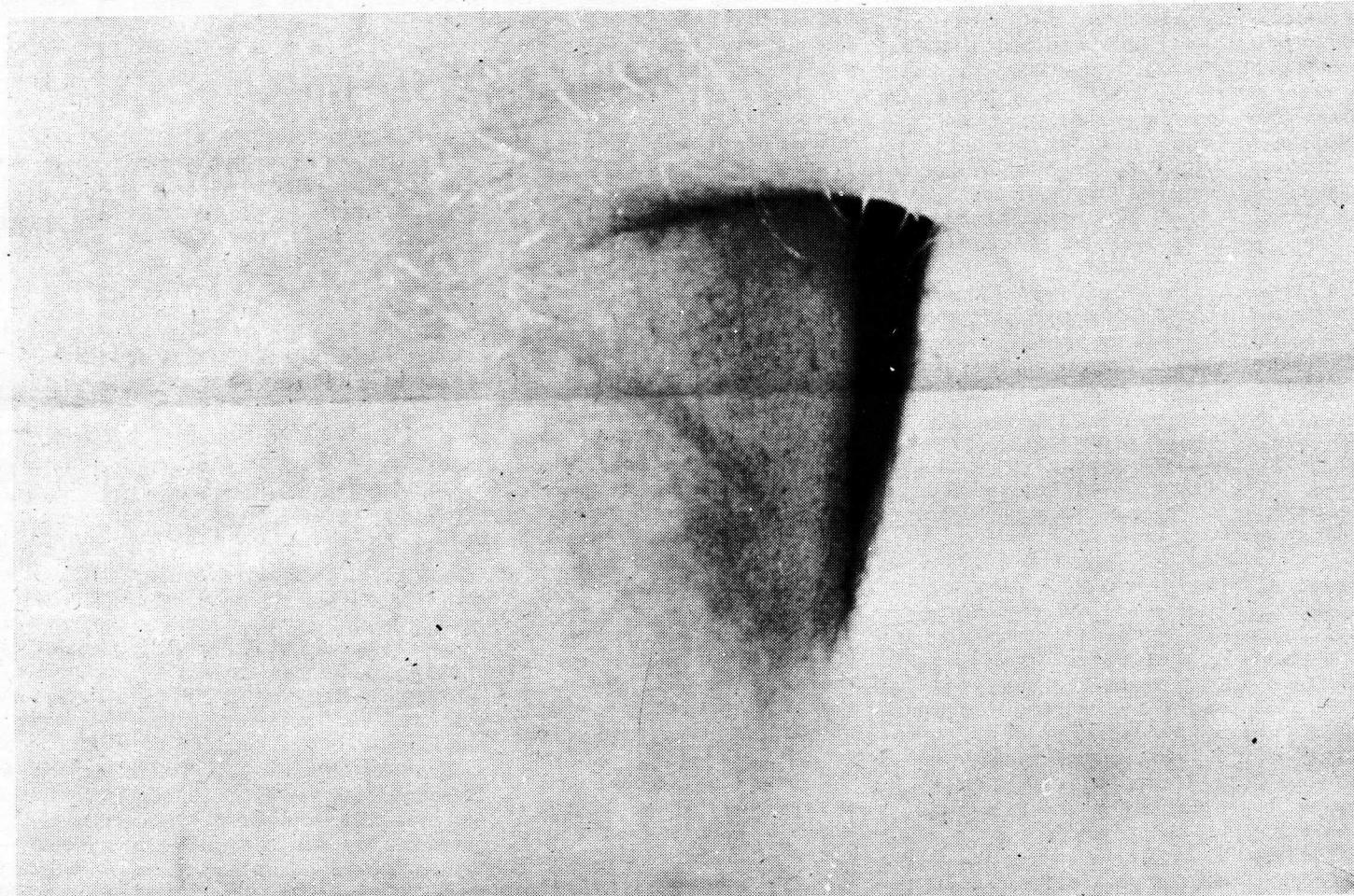
In order to sublimate the urge to talk about or act upon navels, we have conveniently perverted the word to "naval," making it very convenient for people like Rowen and Martin to make all kinds of puns and double entendres.

"Ho, ho," says Dicky, "navel observatory time is..." as the camera pans Goldie's belly button.

* * *

One of the most fascinating bit of navel news occurred back in 1892 in France. Jeanette Lapoule, Parisienne debutante was invited to the Bal Royale at the palace at Versailles. She completely scandalized all the haute culture of Paris by showing up in a full-length gown--made of, believe it or not, spun belly button lint, collected by Mlle. Lapoule for eleven of her nineteen years.

Not even Bob Ripley would touch this one.



★ Features ★ Features ★ Features ★ Features ★

The Open Lens

By Gerald Chennicoff

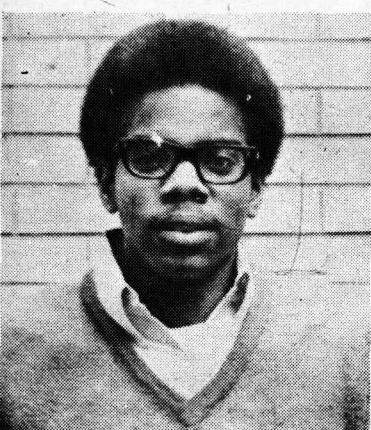
QUESTION NO. 1: Do you think that the rosters could have been planned better to alleviate the long breaks between classes?



1. Marilyn Blitzstein - "Yes, I think the roster scheduling is terrible. First of all there is nothing to do for the students who have four and five hour breaks. There is only so much time one can spend studying. What we need are classes relatively closer together, not one at dawn and one at dusk."



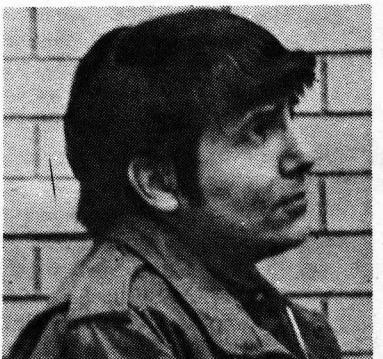
2. Ruth Sykes - "No, I think it's all right, I feel sorry for those with screwy schedules. But I am for it because it allows the free breaks on Tuesday and Thursday, thus giving more students more time for club activity."



3. Russell Taylor - "I think the schedules should have been so arranged that there would have been less of a wait between classes. This would have given students more time to work, study or whatever, before or after attending all of his classes."



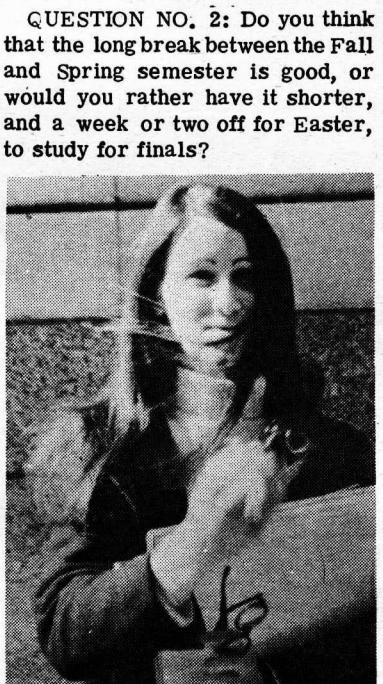
4. Faye Laken - "Definitely, I think the system right now is ridiculous. All they do is feed information into the computer, just to get an eight-hour day. All time preferences are disregarded."



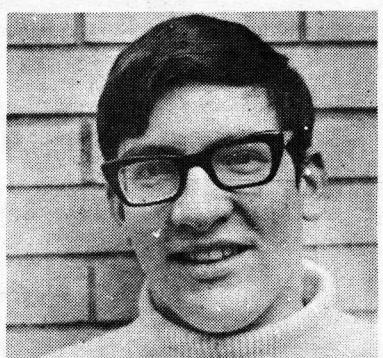
5. Frank Rubin - "Yes, they should use the system used by Temple University. Students should be able to pick their subjects and their time preferences. This should not be done randomly by a computer, as done here."



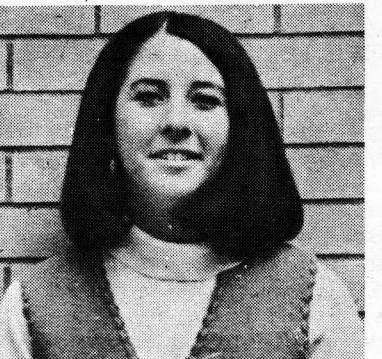
6. Lois Polacoff - "First of all there are people who have job and because of the roster situation they can't keep the jobs they have. If students have late rosters they shouldn't be given 8 and 9 a.m. classes in the morning; the classes should be closer together."



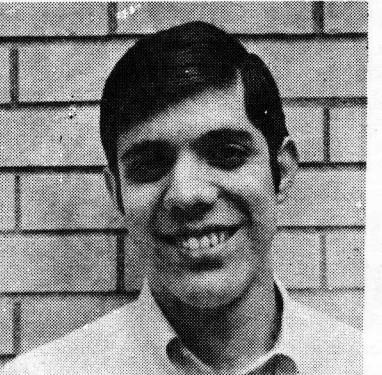
1. Sherry Vernick - "Yes, I'd like a three-week vacation before Christmas, and one week for Easter to break the monotony of the semester."



2. Chuck Goldberg - "I think we should have the time split between Christmas and Easter. That way we will be able to have a vacation and a time to study for finals."



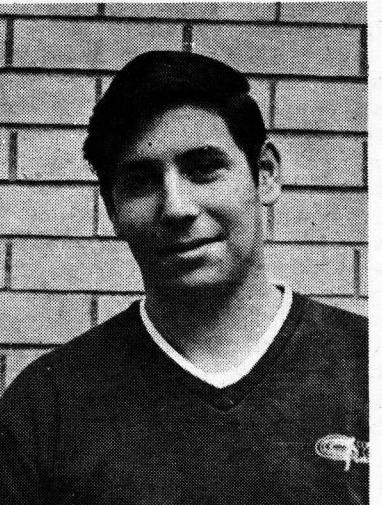
3. Gail Schwartz - "I'd rather have two weeks for Christmas and two weeks for Easter, to break the monotony."



4. Howard Spector - "Yeah, make the Christmas break shorter, allowing more time to begin studying for finals and complete assigned term papers."



5. Paula Kreiskoff - "I'd rather have the Easter break, than to have a whole month to do nothing. For example, a two-week break for winter vacation, and a two-week break for Easter."



6. Bennett Wilgard - "I think we should have more time for an Easter vacation to study for finals."

If you would like a question asked send your requests to the Open Lens...in care of the COMMUNICATOR, Room 516A.

Death Of The U.S. Political Entity

By Alan Glazerman

It has been stated, McLuhanistically, that just as the Indian was the servo-mechanism to his horse in a tribal, thus, oral culture, the auto-perceptual qualities of the NOW generation is the agent that is bringing about the media clash that will ultimately create fusion in the United States political consciousness.

Today's youth lives in a world of mythology and he lives in this world with an anti-nationalistic point of involvement. Youth, however, is surrounded by literal survivors of a narrow autoamputated anti-life technology. Adults, wedded to the nationalism of hot media, such as radio, exhibit all the symptoms of cultural paranoia when they are confronted by the presence of an alien culture (the TV generation) directly in their midst.

Witness the involvement of the Chicago Police, who believed the nationalistic hot print of the demonstrators. The demonstrators who believed in tribal private cool used the catalyst of print to turn the police into pre-literate anthropoids. The cool medium (TV) which allows detached observation, was biased in favor of the demonstrators. The hot medium (print) believed the police.

But it is clear that a hot media

mixed with a cool media will produce a hybrid of exponential power. Since this hybrid will contain elements of autoamputation which is present whenever we view the media extension of ourselves, it allows the formation of a private point of view that is anti-nationalistic.

Furthermore, large numbers of children are post-literate and involved with images instead of print. These children will tend to perpetuate themselves in the gene pool. Since these children who are post-literate are also anti-nationalistic (because they live mythically and in depth), it is evident that the cultural clash in the United States will eventually lead to intercine strife. Our germ plasma contains within it the seeds of national abortion.

Media and History both suggest that governments view time in rear-view mirror modes. Thus, the government which represents a hot collective centralization does not see its own cultural death. The sop to the Now culture, the 18-year old vote, will fail to work because different generations no longer exist but different cultures do exist. We, the young, no longer worship the same idols. While Mom reads Peyton Place, we are crossing the Tropic of Cancer.



Charles Braswell and Ann Willis appear in a scene from "Here Lies Jeremy Troy", a new comedy directed by Ronny Graham, at the Forrest Theatre, for a two week engagement. Television personality Will Hutchins stars in the title role of the comedy which also stars Murvyn Vye. The new show will have its New York debut following Philadelphia and Washington engagements.

Interview With New CCP President

By Joseph R. Gomez

The following is an interview with Bill Tyson (164-40-1511), Chairman of Protesters, Troublemakers, and Anarchists (PTA) and recently elected President of CCP from the Student Apathy Party (SAP). Running with Tyson in the recent election were Jim McLean and Britton Jones, both sophomores. Jones is now vice president, but McLean was not elected.

COMMUNICATOR - What is the purpose of SAP?

TYSON - To represent the vast majority of CCP students.

COMMUNICATOR - If they are apathetic, what makes you think that they want or need representation?

TYSON - Most of the students here are apathetic only because there is nothing here to be interested in. The lethargy here is

oppressive. Most of them live fairly interesting lives, but they just can't get turned on about standing in a drop-add line.

COMMUNICATOR - Now that you are President of the school, what are your plans?

TYSON - First thing is we're going to abolish the Student Government Association since it doesn't do anything, and transfer decision making responsibility to the administration which makes the decisions anyway. Failing this, we are going to turn the government into an effective decision making body and a meaningful force in the school, thus forcing the administration to abolish us themselves.

COMMUNICATOR - There has been some criticism of your election, in that

(Continued on Page 8)

★ Features ★

Features ★

Features ★

Features ★

On The Town

'Charly' Gives Cliff Robertson The Chance To Prove He Can Act

By Howard M. Miller

As "Charly" (at the Trans-Lux) Cliff Robertson climbs out of his old "PT 109" bag to give one of the outstanding performances of the year, and certainly the high point of his own acting career. The role of Charly Gordon, moron-turn-genius-turn-moron, is a meaty one, mighty difficult to pull off convincingly, but Robertson succeeds astoundingly, especially considering his previous, usually blah performances.

Charly Gordon is a happy-go-lucky moron (IQ 70) who has spent the thirty years of his life mopping floors in a bakery (where he is the butt of countless practical jokes), going to the clinic to try to get some education, and taking his weekly bus tour of Boston.

He is fairly content with his life, living in a crummy, sparsely furnished room, with absolutely nothing on the walls except a snapshot of his fellow bakery workers

--his "friends." His only hang-up is an aspiration towards "normalcy."

Well, it just so happens that the doctor at the clinic has, or thinks he has, perfected an operation which will cause a growth of intelligence. Charly has the operation and it is a success. So much so that Charly becomes a genius. But before long the magic process reverses itself, and Charly the genius reverts to Charly the moron.

But not before Charly has had a taste of life and love. He falls in love with his teacher (Claire Bloom) and the camera follows their growing relationship to the fascinating musical score of Ravi Shankar. And, for awhile, camera and music combine to create cinematic poetry.

Director Ralph Nelson has done a magnificent job coordinating all the elements -- acting, camera, music -- into a truly beautiful

work of art. And "Charly" is the first film in which I've seen an effective use of the split-screen effect. (I remember its being just dreadful in a putrid flick called "The Thomas Crown Affair," and I never wanted to see that "slick trick" again, but Nelson's skill shows what an asset it can be.)

The final scene, when Claire, very much in love, has to watch Charly degenerate back to the grinning moron he was at the beginning, is pathetic and tragic. If this fails to touch you, beware -- you'll probably be visited by three ghosts on Christmas Eve.

Apart from its somewhat unbelievable science-fiction plot (mad scientist creates life, etc.), "Charly" is definitely a film to take a date to see, even if it did get a "G" rating.

Letters To The Editor

(Continued from Page 2)

now and again around school announcing dances to be held in the vendeteria and have even heard of a dinner-dance or two in the three semesters I have been here. I have often wondered whether these affairs were successful. I only know what I have heard. These comments have made me very happy about not attending.

Seriously, I would never consider going to a CCP mixer any more than I would consider going to a mixer at any other college or university in the area. I am past the age where such dances prove interesting. This fact of life also holds true, I am sure for a good number of other CCP students.

But what about apathy in other areas? We must realize that this school-for many-is just a stopping off point. And why not? It is cheap, convenient, it has small classes where you can receive more intimate instruction and consequently more help from teachers than you would ever get at a larger school (in your first two years at least). But it just isn't the old alma mater you plan to feel sentimental about (although you might get this feeling later on). The school is new and getting better organized. There are no football games where the alumni can come back to cheer for their team or even a school song (that I've ever heard).

What am I saying? There is no spirit as we know school spirit and what's more, there are no spirit producing stimuli.

Rita McCauley

Radio

Dear Editor,

I, as a serious student want to start a movement to stop WCCP from broadcasting in this school. There are several very good reasons for this action. One, that our school is now over crowded and places to study are hard to find. The vendeteria is the only place left to seek refuge. Second, WCCP's attempt at imitating a top forty station is in vain. All they know is "Yummy, yummy, yummy, I've got love in my tummy." The misuse of the words, "soul brother" is in bad taste. Third, WCCP should be a student activity, but they play only what THEY see fit to pass off as music. Forth, they are constantly disturbing the mem-

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Just Arrived:

HAND BURGLARY ALARMS

bers of the Communicator, Chorale, The Daily Planet, and every one else on the fifth floor with their soccer games. If the SCG had been subject to harassment, this might be the answer to the inefficiency of the SGA.

I would like to see something concretely started to rid our school of this menace. I am one student. All movements begin with one person. So, if there are students who feel the same, let's begin!

The White Rabbit

Poll

Dear Editor:

RE: Communicator Polls Students on SGA

Lisa A., I thought you were enough of a woman not to hold a personal grudge for so long.

Donna T.

To All Students

Dear Editor:

Let's work together. Please put the leaflets in the trash can and don't throw them on the floor, so we can get on to more important issues.

Thank You
Jim McLean

Answer To Nancy

Dear Editor:

After reading Miss Pruienski's letter criticizing SMASH in your last issue I feel compelled to give a reply. It seems that Miss Pruienski feels that the money used to public SMASH could be put to better use. She feels that the content and quality of the writing is poor at best, and that the college should no longer sponsor the publication.

I object. I object vehemently. It seems that Miss Pruienski, Miss Tonucci and their snub nosed, hot aired, high handed friends who comprise the Student Government Association cannot tolerate criticism of any kind. I find SMASH to be well written and informative. In fact, SMASH does a better job of recognizing and calling attention to the student's problems at this institution than the SGA does!

The fact that Miss Pruienski and her sorority sisters take offense at criticism shows once again that they are living in an

unreal world, detached from and unable, if not unwilling, to reach the students.

As for Miss Pruienski's comment that she resents part of her student activities fee going to the publication of SMASH, I reply, and I think with the support of the students, that I resent having so much of my money wasted by a group of immature students for the purpose of playing government.

signed, Louis Fusco

Compensation Must Be Instituted

Dear Editor,

I would like to ask this question of the Community College of Philadelphia. Is it ethical for one to be made to work at a task without receiving some sort of compensation? I am asking this question in light of the program for all secretarial students in the school.

The secretarial department has set aside a program where these students, in their final semester, "intern" in the field of endeavor that they will later be employed in. The students must give of their free time--which could be devoted to study--in order to work for the departments in this school. They receive no pay whereas a secretary doing this work would. These students do not even receive credit for this work other than experience, which they could easily get from their stenography instructors or in a week's time at their new job, once they have graduated.

As an onlooker into this situation I find it difficult to believe that in many cases, hardships are being placed on these girls, as they have to complete their 45 hours of internship in a designated short period of time. Aside from the fact that they are carrying a full load of studies.

I feel that some type of pay scale or credit program should be developed. These students are being taken advantage of.

D. E.

Student Force

Dear Editor,

I am commenting on the situation concerning apathy which was recently uncovered by the Editors of the Communicator. The use of the phrase "a tired old subject" seemed to me old since I never knew it was a subject. However, it seems fitting to link the editorial up with what Mr. Gomez mentioned in his letter concerning Prof. Stunk's inhibition about using the word "student body" (which is gruesome) and using "studentry" instead. The reaction that Mr. Strunk and Mr. Gomez relate (i.e. tumbling down doors to protest a wrong) will never happen here.

What if this misguided student force (studentry) attacked that noble organization that was ignored by 84.4 per cent of the students? What if instead of being apathetic they wanted blood (or action or whatever studentry want)? How could the SGA remain to be such a moving political force against a force over five times its size? No, what the editors call "deplorable" seems to me commendable and much safer for the SGA, Communicator, Administrators, etc. Maybe those 15.6 per cent who voted should see a counselor or whoever takes care of people like that.

M. Kane

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Memorandum

Dear Editor:

TO: Members of the Board of Education

FROM: Mark R. Shedd, Superintendent of Schools

RE: Policy Respecting the Rights of Students to Circulate Petitions and Handbills, to Use Bulletin Boards and to Wear Insignias.

EXTRACT: (c) "...the danger of littering is not a sufficient ground for limiting the right of students to distribute printed material."

Mark Shedd said the above in September of last year. Dean Sherwood said it in February this year. Five months of oppression by the Dean. You, the students suffered; are there any other signs of oppression around you?

Jim McLean

P.S. Your rights are not given to you. You must work to get them and work to keep them.

Slavery Still

(Continued from Page 1)

in the library.

Another has been working here, doing secretarial work, for two years. Now she is a sophomore and must donate forty-five hours of her life to CCP. She is working at her previous job with no pay.

The benevolent school has offered the girls an alternative. They may work outside of school during the hours of one to five p.m. However, the computer has managed to roster every girl in such a way that this alternative is impossible to work with.

Another difficulty is that more sophomore secretarial students are carrying seventeen credit hours, and working during the allotted time almost impossible. And this entire "educational experience" has to be completed within one month.

Right now, the only hope the girls have lies in the petition they are making up to present to the secretarial department.

What's An Unbosom?

By Rita McCauley

"Unbosom?" You sagacious young men might say, "yes, I know plenty of girls who have one." Fortunately, we are not so quick to discern. Webster's dictionary is our source although one might think a Funk and Wagnle more appropriate. Sorry to disappoint you all, but it is not a noun. It is a verb meaning "to relieve by telling one's hidden thoughts."

We can't help wondering if this word does not have some connection to the bosom men are so obsessed with. Is it not true that the harried tycoon takes refuge in the arms of his mistress where he vocalizes all of his frustrations? Well then, during these gab sessions, is it not likely his head is resting on her bosom?

suggest it is time students cease selling their birthright for a mess of potage--their right to insight for poor philosophy and wofse sociology from educators of dubious competence and less talent. There is much on the campus to be unrestful! Be impatient! But don't neglect to exploit your opportunity to learn while you may--you have no choice but to take over this world; the only tragedy would be if it were then too late to learn.

Why buy retail . . . when you can get it at the

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True Issue

(Continued from Page 3)

be called.

In order to convene a Constitutional Convention, Senate had to agree (among its members) that they would operate under the present Constitution until such a time when a new Constitution would be drafted.

There is no mention of an "acting President" in the present Constitution. Article X, Sec. 1 reads:

"In the event that any officer shall resign or be removed from office, the President of the Student Government Association shall immediately fill the vacancy by appointing an Officer pro tempore, subject to the approval of the Senate."

The office of vice president has been vacated since my succession to the presidency. In view of this, I appointed Marvin Rouse as vice president of the SGA. Marvin's empty sophomore senate seat is vacant. Contrary to Mr. Russell's alleged accusation that I appointed a student to this office, it has not yet been done. (A little premature, don't you think, Mr. Russell?)

Article X, Section 2 reads:

".... should a vacancy of three or more Senate seats occur, all vacant seats will be filled by immediate appointment by the President of the Student Government Association, with the approval of 2/3 of the Senate."

At the time of this writing, nominations for this office are being entertained, and the office will hopefully be filled at the next meeting of Senate.

As far as Mr. Russell's personal comments concerning my character, I feel that it is unfortunate that he had to resort to name calling. The use of subjective attacks to the credibility of an elected official demonstrates a lack of objective criteria for criticism; an act characteristic of one without legitimate motives or arguments.

Rape Of Leaflet

(Continued from Page 6)

is not to argue whether the students do or don't have the right to leaflet; this document's intention is to state the problem of administrative absolutism. Certain college administrative departments (like the Office of the President, Office of the Dean of Instruction, Office of Counseling, and Office of Admissions and Financial Aid) are at best useful assisting agencies for the studentry, and, at worst, inescapable institutions. In spite of that, the Office of the Dean of Students is at best absurd and, at worst, in the form of the Sherwood Shaft, brutal and tyrannical. This Sherwood Shaft rules with despotism and, incongruously, this despotism rules the studentry. Sever the connection—for it is in fact severed. An independent student government, within a dependent college, is presently governing on democratic foundations. Recognizing the trend, the SGA of Community College of Philadelphia should be the one to issue a de-

Presidential Interview

(Continued from Page 5)

you were not elected in the traditional manner. The old SGA has declared your election invalid because you did not have the proper amount of signatures on your petitions, you were not on the ballot, and none of your votes were recorded on paper. What do you say to this?

TYSON - We have declared the SGA invalid.

COMM - Seriously, they deny that you are President; they say that you have no right to appoint yourself and Britton Jones to office.

TYSON - Why not, that's what the current SGA president did. We're just following precedents that have already been set.

COMM - What about Protestors, Troublemakers and Anarchists? What is their purpose?

TYSON - To make trouble, protest and promote anarchy, but not in that order.

COMM - Have you made any trouble, promoted any anarchy, or protested anything recently?

TYSON - Well, we pulled out the plugs of all the electric typewriters and duplicating machines on the mezzanine as part of our "pull a plug for freedom campaign." When the administration removed benches from the lobby area some of our people brought them back down on the escalator.

COMM - What do you expect to accomplish?

TYSON - We want to bring the anti-institution people in the school together. We'd like to affect the boring, sterile nature that education tends to adopt.

COMM - How do you intend to accomplish this?

TYSON - We thought of disrupting drop-add, but that was such a mess that anything we did would be anti-climactic. We thought of assassinating the business office staff, but it's not really their fault. We finally realized that we had to attack the machines, the computers.

COMM - How do you attack a machine?

TYSON - You pull out the plug.

COMM - How will you get people involved?

TYSON - Mostly by individual initiative. Just trying to be friendly. For a start, all you have to do is open your mouth to anyone who looks as bored as you feel.

COMM - You have been accused of promoting chaos and disorder. Is this true?

TYSON - In a way, but it depends on how you think of disorder. The

cision on the "leafleting case." Let this measure be the creation of independent student rule. The contradiction of despotism within a democratic institution needs to be resolved.

It gives this student great pleasure to announce that the All-College Committee assembled and discussed the "leafleting case." This noble council has proclaimed that CCP students are allowed to hand out leaflets provided that the SGA sets up general guidelines for their distribution. Let us hope that the student's freedom to leaflet will never again be thwarted by administrative absolutism.

ones who accuse us of chaos are the same ones who were responsible for the drop-add debacle. They have the computers, the trained staff, they should be organized and efficient, instead they are so chaotic anything we poor human anarchists do is puny by comparison. The disorder we want is human, is fun.

COMM - As President of the school, are you going to make any changes in the structure of the government?

TYSON - Yes--We are going to change the name of the government to "Association of Governing Students" and we are going to start a movement to address our teachers by Uncle or Aunt rather than Mr. and Mrs.

COMM - In closing, would you say that your movement is a reaction against chaotic, inhuman technology?

TYSON - Alright, I'll say that. It has a nice New York Timesy Responsible Dissenter kind of ring. It's really very good. Yes, I'll say that.

LEAFLETING

The following guidelines will be employed, not to restrict an individual's freedom, but rather to insure that the rights of all individuals are safeguarded.

Any material circulated in the College does not necessarily reflect the views of the College as a whole.

TABLES

A. An individual or group who desired to leaflet must submit a copy or draft of the leaflet and the desired dates of distribution to the Communications Committee.

B. The Communications Committee may require that all material circulated under its jurisdiction be identified as to its source.

C. The number of people leafleting at one time in the Grand Court may be limited by the Communications Committee.

D. Any group or individual

granted permission to leaflet in the Grand Court is responsible for its maintenance. This means that within 2 hours after the leafleting has ceased, the Grand Court must be clear of all scattered leaflets. Any person or group who neglects this responsibility may be denied all leafleting privileges.

E. A limit on the time of leafleting may be imposed by the Communications Committee.

TABLES

A. An individual or group who desired to set up a table for any purpose must submit the request, together with specific dates and times, to the Communications Committee. If the request is approved, the Communications Committee will inform the petitioner of the location of the table and the time it is to operate.

B. A maximum of three tables will be permitted at one time in the Grand Court.

SGA News

(Continued from Page 1)

every SGA Meeting so that proposals rarely had time to be made.

Now this procedure has been changed and consequently many more changes are taking place.

Some of these changes are: (1) Meetings every other Tuesday in the lobby so the students can see what's happening. (2) Leafleting is now under student jurisdiction. (3) Film Club to film SGA Meetings to show students what goes on at SGA Meetings. (4) A bike stand was proposed for outside CCP. (5) Meeting reorganization in the interest of more proposals. (6) Symposium. (7) CCP joined with sixteen other colleges for political exchange. (8) Student interest and participation or the increase of such.

Student demands are now starting to be heard and acted upon, so if you have a desire to see change at CCP. Draw up a draft of your proposal and bring it to room 518 (SGA office) or to an SGA Meeting. Together we can make things happen. Let's do it.

I want to congratulate my opponent on his fine performance during the race. He did a fine job.

Not to make any excuses, however, my "go-go cart" wasn't quite up to par. Therefore I hereby

Victory Statement

challenge "Wild Bill" to another chariot race later in the term. I think the outcome may be just a little different next time.

Thank you.

Jay Newman

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